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# PROBLEM-SOLVING CONFERENCE LEADERSHIP

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## INTRODUCTION

Thousands of man-hours are expended yearly in group meetings. Since much of our work planning is accomplished through group effort, it is imperative that the time devoted to conferences be used in such a manner that the most effective participation is obtained from each member. This pamphlet has been designed to acquaint conferees and prospective conference leaders with time-saving, result-producing methods and procedures. The various types of conferences are explained and instruction on how to analyze group behavior and how to organize an effective problem-solving conference is given. Although the focus of this pamphlet is on the problem-solving conference, the other two principal types of conferences, the staff and executive, are explained for contrast. The principles of conference leadership and the role of each group member will be explained in detail.

If this pamphlet is used as a guide for a short course in conference leadership, each attendee should be given an opportunity to participate as a conference leader and apply the principles of effective conference leadership.



## THE ADMINISTRATIVE OR STAFF CONFERENCE

The chairman of this type of conference usually is a division director or branch head. The purpose of such meetings usually is to hear reports, such as progress reports, from each staff member in attendance. These reports, of course, should be prepared in advance and delivered in a brief factual form, highlighting overall objectives of problems or projects. The discussions that result from meetings of this nature usually revolve around present or future projects and program developments related to the subject matter of the group. Since the primary purpose of such a meeting is to keep staff members informed of the problems or program developments of each other, no extensive studies are made by the group; and generally, no solutions to problems are effected through group participation. Because this is an informative type of meeting where each member presents a report of his activities, the tempo is medium, communications are relatively simple and heated discussions rarely occur. The chairman is not likely to have difficulties in conducting this type of conference since he merely calls on members to report the activity in their area and to question or comment on the subject matter being presented. The size of the group depends on the size of the staff.

## THE EXECUTIVE CONFERENCE

The chairman of this type of meeting usually is a top executive in a branch or division. The purpose of such a meeting is to review immediate plans with which all staff members are concerned. For example, an executive conference may be called to install a new performance rating system or a department or agency policy. The group is not assembled for the purpose of discussing the system or policy, but to hear an explanation of the system or policy and how they will be affected by it. Conferees may learn what they will be responsible for, and how they will be expected to carry out this new policy in terms of the duties, responsibilities and authority they will have



under the system or policy. The chairman seldom, if ever, asks for the group's **reaction to the subject at hand**. Whether the group agrees or disagrees will not alter **the fact that the policy has become a part of the official mission of the agency or organization**. Questions, if permitted, should be related to operating aspects of the new directive or policy, and how it will affect the operating functions of the group members. The tempo is medium and is similar to that of the administrative conference. Depending upon the nature of the policy to be installed, visual aids may be used, if necessary, to clarify the presentation. The subject for discussion should be made known to group members in advance of the meeting, so that the time allotted to the meeting may be used effectively. Each member should have an opportunity to review the subject matter prior to the meeting, so that he will be in a better position to understand how the new policy affects him, and what will be required to put the policy into effect with a minimum of time, effort, and expense.

Administrative and executive conferences, staff meetings, and briefing sessions normally are classified as intermediate groups comprising 12 to 34 members. In a group of this size, it is possible for the chairman to control the meeting and keep to the purpose of the conference without additional assistance or recourse to expressive group discussion.

### THE PROBLEM-SOLVING CONFERENCE

The problem-solving conference (or committee, as it is often called) is usually established for the purpose of solving a specific problem or discussing a problem area. A meeting of this nature is established primarily because the problem cannot be solved effectively by one person. In some instances, a meeting of this nature is convened to test the validity of a proposed answer or action to a particular problem,



to critically analyze it, and formulate recommendations as to its advantages or disadvantages. Whatever the reasons may be for convening this group, be it to solve a particular problem, to study a phase of management policies and prepare recommendations, or to apply critical analysis to a proposed solution to a problem, the primary advantage of the group effort is that several minds are brought to grips with a



particular problem subject. If the problem involves a one-man decision, a problem-solving group should not be convened for the sole purpose of getting agreement with the decision. This is not the intent or purpose of a problem-solving conference. The executive, therefore, must not be misled that all problems lend themselves to this technique. Many of the everyday decisions that are made at the executive level cannot be resolved effectively through group participation. It should be recognized at the outset that all problems are not adaptable to group solution, and that group meetings should not be convened to "rubber-stamp" decisions that have already been made. The primary reason for convening a problem-solving conference is to apply more than one viewpoint to the solution of a problem.

The creative, or problem-solving conference falls into this category, and is generally made up of from 3 to 15 members. If the problem-solving group exceeds 15 in number, it is difficult for a single chairman to lead the meeting to a solution with a minimum of time. When a group of this nature exceeds 15 in number it is usually more profitable and effective to divide the group into two or more equal sections for the solution to a particular phase of the problem. A chairman should be appointed for each section. The solutions generated by each section may then be coordinated into an "over-all" solution to the problem at hand.

## PHASES OF A PROBLEM-SOLVING CONFERENCE

In any problem-solving conference there are usually three typical stages of development. These stages are: study phase; creative phase; and critical analysis phase.

### Study Phase

After the necessary introductions of the various group members has been made by the chairman the stage is set for group discussion by stating the problem and providing all necessary background information. Now the actual study phase begins. The group members then add, from their experiences, additional background information on the subject at hand. Contributions presented at this initial stage may be rather lengthy and involved since they reflect the experiences of the group members. Depending upon the problem and the size of the group, this process may continue for a period of five to twenty minutes. This stage is easily recognized because the pace is relatively slow, contributions are spotty, and a great deal of time is devoted to defining terms and re-defining or re-stating the problem.

### Creative Phase

The creative phase of the typical problem-solving conference begins with a concise and specific statement of the problem. Discussions at this point usually become more heated. There is considerable "crossfire" among the members, with little participation or reference to the chairman. The chairman may take an active part by injecting a thought or two of his own to summarize or clarify the discussion from time-to-time. Because constructive effort is at its height during this stage, the chairman must use all his skill to keep the discussion focused to the point and to the topic. He may give directions from time-to-time to the blackboard recorder who keeps all pertinent comments in view of the group by writing them on the board in a brief style. Since

group members are emotionally involved in developing a solution to the problem being discussed, inter-personal forces at work sometimes may cause heated discussions to result. The chairman must remember that each member is present because he is directly concerned with the problem and its solution, and must be careful to prevent any outbursts from destroying the effectiveness of the discussion. When this occurs the chairman will be wise to take time at this point to summarize the discussion thus far and thereby provide a cooling-off period. After the



high feelings have subsided, the chairman may then turn the meeting back to a more reticent group member and then the discussion should continue at a less intense pace.

### Critical Analysis Phase

When this phase begins, possible solutions to the problem will have been proposed by various members of the group. If the group discussion has been productive, several proposed solutions or recommendations will have been listed on the blackboard. Usually, the group re-examines these recommendations, checks them for validity and soundness, and accepts or rejects them. In order to bring the conference to a successful conclusion, the chairman should have the accepted group recommendations read back to the participants for their concurrence, summarize the entire discussion and adjourn the meeting. The appointment of a sub-committee may be required to clarify any difficulties of semantics, inconsistencies, or the language of the recommendations. However, after adjournment of the main body, the chairman and one or two members of the group can prepare the recommendations in their final form. When the final material is completed, the chairman re-convenes the group to obtain its concurrence on the final recommendations.

All problem-solving conferences do not always follow exactly the pattern described in the preceding paragraphs because each problem-solving conference differs, just as individuals differ. Generally, however, any problem-solving conference proceeds through the three phases outlined above. It may be true that a typical group will proceed from the study phase to the critical analysis phase, to creative phase, and then back to study phase, and it may seem that the discussion involves all three phases at one time. In general, however, the pattern described above repeats itself with regular frequency and consistency. A trained observer, by recognizing the phase in which the group is involved, can analyze the group's behavior more effectively.

## APPLICATION OF CREATIVE THINKING IN PROBLEM-SOLVING CONFERENCES

Creative thinking or "brainstorming," as it is often called, has a direct and real application to the creative phase of the problem-solving conference. A "brainstorming" session starts when the chairman presents the problem to the group. A "brainstorming"



session should be limited to a three to five minute period. This should provide sufficient time to obtain many ideas from the group that may result in an eventual solution to the problem. Regardless of how wild or impractical these ideas may seem to be, the chairman should not permit any member to defend his idea or explain to the group why it was proposed. This practice, if permitted, will inhibit the group members and prevent the free flow of ideas. Ideas collected during a "brainstorming" session are not to be construed as valid solutions to the problem being discussed, instead they should be used to spark the thinking of the entire group and motivate its members to focus on proposed solutions to the problem being discussed. "Brainstorming" sessions, if utilized properly, can contribute much toward reducing the time normally devoted to the creative phase of a problem-solving conference. "Brainstorming" can cause discussions on proposed solutions to become more fruitful and will motivate the group to become highly productive in a relatively short period of time. In short, it sets the climate for positive group action.

### ROLES IN A PROBLEM-SOLVING CONFERENCE

To insure the desired effectiveness of a problem-solving group, the chairman must first explain the problem, and then apprise the members of the roles they will be expected to assume during the course of the meeting. If the chairman is skilled in group organization, he can simplify his job considerably by assigning individuals to the tasks of blackboard recorder, observer, and permanent recorder. The duties of the chairman and of each of these specially-designated members is outlined in the following paragraphs.

#### Chairman

The chairman is primarily responsible for the productivity of the group. He must prepare the group members for their roles by stating the problem to be solved and supplying all necessary background information. For example, if a study on a particular phase of a complicated problem is necessary before the group can attack the various facets of the problem, the chairman should appoint a sub-committee of from two to three of the group members (depending upon the scope of the study, the size of the group, etc.) to gather and study the background facts. He should clearly outline their special project duties. Because the primary responsibility for the group's accomplishment rests largely on the chairman's shoulders, how he conducts himself during the meeting, his ability to lead discussion, his summarizations, etc. - all have a direct effect on the productivity of the group. Appendix 1 is a list of typical chairman's duties.

#### Blackboard Recorder

The blackboard recorder lists, on the blackboard, the ideas and suggested solutions expressed by group members. He participates in the group discussion however. Since his function is to mirror the group's thoughts, the blackboard should provide a ready reference that reflects the group's progress as the discussion unfolds. The chairman can use the notes on the blackboard as a means of keeping discussions focused on the problem, and as a reference during his summarizations. The first, and probably the most important, item to be written on the blackboard is a concise definition of the problem. Thus the problem is before the group at all times during the discussion. This is a most effective means of keeping the group's attention

focused on the problem. The blackboard recorder lists the members' suggestions as they are expressed, and puts them in words that are meaningful and understandable to the group. He should make no attempt to twist meanings to reflect his own particular ideas. His own contributions to the discussion should also be listed on the board.

### Observer

The observer also takes part in the discussion. Depending upon the system of evaluation agreed upon by the group as a whole, he will analyze the group's effectiveness during its sessions. If an evaluation sheet is to be used as a device for measuring group effectiveness, the observer should distribute a copy of the sheet to each member. He should advise the members that they are expected to list their individual reactions and comments. Use of the evaluation sheet as a measuring device will be discussed later in this text. Evaluation should include at least three major areas: group strengths, weaknesses, and suggested means for improving future sessions. An additional evaluation sheet to measure the chairman's effectiveness may be desirable. This sheet may include such items as: the chairman's preparedness; the value of his explanation of the problem; his organization of the group; the resultant quality and quantity of group participation and productivity; and the effectiveness of his summarizations, problem focus, etc.

### Permanent Recorder

The recorder's responsibility, in addition to his participation as a member of the group, is to record all major proposals and recommendations agreed upon by the group. He records only those items which are pertinent to the solution of the problem and which have been accepted by the group as final.

In summarizing the result of the group's effort, the chairman will find it helpful to have the permanent recorder review the final recommendations or solution that will be submitted as a group consensus, by:

- a. Reading them aloud to the entire group, or,
- b. Writing them on the blackboard for all members to see in their final form.

This procedure is time-saving, and provides each member with a clearer understanding of all final agreements reached by the group during the discussions.

## EVALUATION

An evaluation process is an essential factor in improving the overall effectiveness of any group. As soon as the group is formed, a program of group evaluation should be discussed and established as an integral part of its activity. Since the observer is the key individual in this evaluation process, his duties must be outlined specifically by the chairman, so that they are understood by all members of the group. During conference discussions, the chairman must provide "time-out" to permit the observer to lead an evaluation discussion. Thus, the observer can measure the group's effectiveness by revealing the strengths and weaknesses of the group's efforts. By this method, he also can outline means for more productive future efforts.



## DUTIES OF CHAIRMAN

1. Get conference started.
2. Explain to group INSTANTLY what the purpose is.
  - a. Introduce problem properly.
  - b. Provide sufficient background information.
  - c. Play on the emotions of the group members a little -- tell them the importance of their task -- get group stirred up a little -- arouse the interest of the conferees in the problem.
  - d. At the outset the Chairman should tell the group who he is and where he is from and what his job is.

(Total time for this introductory phase should be from 3 - 10 minutes depending on subject, size of group, etc.)

3. The Chairman must expect the group members to discuss the problem, its various aspects, and add any additional background information. This is the study phase and for this course should last 5 to 15 minutes depending upon the problem, group familiarity with it, the chairman's introduction to the problem, and the size of the group.

4. The Chairman should then have the group DEFINE THE PROBLEM. It should be stated slowly, deliberately, and in the group's own words -- so that everyone in the group understands it in the same way. The Chairman should ask the blackboard recorder to write the problem on the board if one is available -- if not, each group member should be asked to write it down on a separate piece of paper and keep it in front of him during the entire discussion and refer to it constantly during the discussion.

The problem should be stated briefly and concisely. It should be the epitome or gist of the problem as submitted to the group.

It is conceivable that the problem as submitted to the group will be broken into several parts, each should be attacked separately and a solution or recommendations listed. These individual parts should be completed prior to going on to the next part of the main problem.

In defining the problem, all new terms should be explained so that they mean the same thing to each in the room. This eliminates misunderstanding and unrelated discussions. It will save time by not having to keep coming back to the problem.

5. Plan of Attack. Get group to accept plan of attack.
  - a. How are we going to go about it?
  - b. Should we list on the board a proposed method of attack or agenda, etc.?

6. Discussion of problem - or creative phase.

- a. Chairman must keep group focused on the problem at all times.
- b. One effective method of keeping members from wandering afield is to point to the problem on the board and say "Mr. so and so, that is interesting, now, can you tell how it relates to the problem as it is written on the board?"

7. Participation. A successful conference causes each group member to participate in the discussion and contribute to the solution of the problem.

- a. How to spread talking around evenly.
  - (1) No domineering by chairman
  - (2) Nor should others be allowed to domineer
  - (3) Encourage quiet members to participate by saying, especially when over-active contributor wants the floor, "Could you hold your comment, Charlie, we haven't heard from Mr. so and so lately?" or, "Can you give us your ideas on this, Mr. so and so?"

8. Consensus gained in solutions. Make sure the solution accepted by the group is a true consensus.

- a. Chairman sometimes must push a little -- but don't shove!
- b. Lead group into evaluating their own responses.
- c. Try to get people to think before they talk.
- d. List pertinent information on the board -- use some one in the group as a black-board recorder. This role should never be usurped by chairman, he is too busy.
- e. Refer group to board constantly and ask them to examine the information thereon. Ask questions like "Have we left anything out?" "Is this sound?" "Will it work?" "Should we look for weaknesses?"
- f. A majority of the group members should agree on information to be accepted as part of the permanent record.
- g. Get majority to agree. Don't try to get 100% compliance. DON'T TAKE A VOTE: Chairman should be able to sense when he has consensus and go from there.

9. Solution. Make sure everyone understands the solution and the recommendations. Have a group member read the recommendations to the group as they will be submitted in their final form.

10. Summarization.

- a. Chairman must summarize frequently after several minutes of discussion. Sometimes to get an overactive domineering member to shut up the Chairman can say, "Charlie, will you summarize what you have said so that we can get it on the board?" Then the Chairman should go on to the next point.
- b. Closing of conference, Chairman must summarize entire conference -- thus tying together any loose threads -- review progress made and tie the entire discussion into a neat bundle so that group members will have a feeling of accomplishment and will know exactly what has been accomplished.

THE CHAIRMAN'S GOLDEN RULE

I, ME, and MINE take a holiday and are replaced by WE, US, and OUR.

## Appendix 2 -- Sample Reports

### CHAIRMAN REPORT

The meeting was started at 6:10 P.M.

To provide additional background for this meeting I read an article in the Journal of Applied Psychology entitled "Developing an Industrial Merit Rating Scale" by Joseph E. Zerga.

The main points of Zerga's article were:

1. Construction of rating scale must be carefully planned. Several steps are necessary prior to its establishment such as:
  - a. Complete organization-wide analysis of each job.
  - b. Establishment of acceptable standards of performance.
2. System should include benefits to management such as:
  - a. Method of supplying basis for promotion, demotion, and transfer.
  - b. Determination of training needs for various employees.
  - c. Increase individual worker efficiency.
  - d. Prevent grievances.
  - e. Increase analytical ability of the supervisor in relation to job performance.

The following proposed agenda was put on board by blackboard recorder for group's approval or disapproval:

1. Discussion of typical example of how Forced Distribution System was administered.
2. Introduction to creative phase re solution of following problem--  
"To develop an effective employee performance rating system."
3. Allot time for discussion of preparation of final report--15 min.
4. Allot time for preparation of observer's report--10 min.

Agenda accepted as proposed.

Accomplishments:

1. Mrs. Less distributed a sketch of the actual breakdown by percentages and numbers in each category of the ratings of an organization of 692 employees.



## Appendix 2 -- Sample Report

It was the group consensus that the statement last week by Miss Unicorn, to the effect that a central collection agency within the plant which accepted the duty of putting into categories all ratings of all employees, was sufficient and that Mrs. Less' example answered the question of "What in the Forced Distribution System causes the company's final curve of rating to conform to some distribution pattern."

### 2. A discussion of the problem.

"To develop an effective employee performance rating system."

Achieved the following results:

#### a. Problem redefined -- It is now --

"To develop an effective employee performance rating system for a large industrial type organization."

Two lines of reasoning were responsible for this amplification of the problem:

1. We should relate it to NFF because we are all familiar with NFF's mission and what makes it tick. Our familiarity with it should cause a system of our working to be more valid.
2. NFF is large enough and representative enough so that if our system is good enough to work well at NFF, it would probably be good enough to work at many other places.

#### b. Some objectives of system to be adopted.

1. To develop standards of satisfactory performance.
2. To improve employees' performance.
3. To refine and validate personnel techniques (caused a communications problem which resulted in a discussion, but discussion ensured that entire group understood meaning of No. 3).

#### c. At this point discussion on creative phase was limited to allow time for planning the preparation of the final report.

Dr. Lamb -- proposed a plan to follow -- which if adopted by the group would conform to the minimum requirements (outline of plan is included in permanent recorder's report).

It was agreed that our assignment for next time would be for each group member to submit a written summary of all that we as a group and as individuals have accomplished to date.

Ten minutes were allowed to prepare the group's observations. Meeting adjourned at 7:10.

## Appendix 2 -- Sample Report

### Strengths

In my opinion the group's cohesiveness is our strongest point. Everyone seems to want to get out the end product and is willing to cooperate to achieve the end result.

The way the group functions as an organization is remarkable because we seem to follow the pattern established at the very outset. This is due, I believe, to the fact that Bob Masters--at the very first group meeting--did such an outstanding job of leading the group and setting the basic pattern which each chairman, including myself, has followed. That is--setup the agenda at the beginning of meetings together with a timetable and stick to it. Of course, the fact that we have stuck to it is the result of each member of the group being willing to work together as a team.

I will improve next time.

More preparation.

Better system of making beforehand notes so that they are more easily referred to.

Do less talking myself.

More firm start so that a minimum of time would be wasted at beginning.

We do not seem to have enough time allotted for discussion of problem--possibly cut down on waste at beginning and time at end for making group observations.

Overall--Considering that this was our first full evening on the creative phase, I believe we accomplished a good deal. I am a firm believer that growth takes place merely with age. There is a certain maturity that comes about from the mere passage of time. In the long run it doesn't pay to go too rapidly. We have a definite start, we have isolated some objectives and I feel that the passage of a week will help jell our ideas--make our thoughts more mature--our results more concrete. Therefore our next meeting should be much more productive.

Submitted by \_\_\_\_\_

## OBSERVER'S REPORT

### Creative Phase

#### ADMINISTRATIVE AND PLANNING GROUP

Note: For the first time since the beginning of the course the group spent a few minutes in an informal discussion of our performance "group procedure-wise." From this brief discussion I gathered some of the following comments.

#### Strengths:

- a. We are well organized and we function as a unit.
- b. Participation is excellent (exception noted under weaknesses).
- c. Members are willing to work together and subordinate their ideas to other members' ideas in order to attain the stated objective "To develop, etc."

#### Weaknesses:

- a. Tendency to spend too much time on review of past accomplishments.
- b. Participation--one member participates only when directly solicited.
- c. One member admitted being apprehensive re group's ability to solve the problem in the time we have remaining.

#### Suggestions for Improvement:

Each successive chairman should carry on from exact point where each meeting left off. He should merely summarize past accomplishments to refresh everyone's memory rather than for purpose of additional discussion.

Group should spend at least five minutes at end of each period evaluating itself from a group-procedure point of view.

Submitted by \_\_\_\_\_

PERMANENT RECORDER REPORT

ADMINISTRATION AND PLANNING GROUP

November 16, 1954

Conference Room No. 1

Time 9:30 A.M. to 11:00 A.M.

Present:

Chairman	Bob Carry
Recorder	Sara Duggon
Blackboard Recorder	Charles Trade
Member	Bob Master
Member	Agnes Ford
Member	Judy More
Observer	Ethel Griffer

Chairman reviewed the duties of each member of the group prior to the discussion, distributed copy of observer's report to all members and read the report of the last meeting. He gave a brief summary of the responsibilities of each of the group's officers (Observer, Chairman, Permanent Recorder).

PAST ACCOMPLISHMENTS OF GROUP

Three representative merit rating systems in use in industry were studied by each of three subgroups:

Subgroups: 1. (Duggon and Carry), chart system, 2. (Trade and Master) rank order system, and 3. (Griffer, More and Ford) Forced Distribution System.

For each system studied a written definition was prepared and accepted by the group. The various advantages and disadvantages of each system were listed and presented to the group in written form by Mr. Carry (copy enclosed).

REVIEW OF THE GROUP'S ACCOMPLISHMENTS TODAY

The Chairman presented the following proposed agenda for this meeting.

1. Conclude discussion of Forced Distribution System.
2. Review the three systems discussed during study phase, comparing advantages and disadvantages.
3. Evaluate results of study phase in terms of the understanding of the topic by each member. Discuss tentative problem or objective for creative phase.



## DISCUSSION

In as much as the chairman felt that the group hadn't sufficiently discussed all the ramifications of the Forced Distribution System, it was suggested that we spend time examining it more thoroughly. The discussion achieved the following net results:

1. It was discovered that the Forced Distribution System had in it a system of checks and balances the administration of which was not clearly understood by our group.
2. It was the consensus that we attempt to find a typical example of the application of the Forced Distribution System and methods used in administering it and present it next time.
3. At this point the Chairman instigated a discussion of the progress of the group so far. It was determined that, except for additional study of the Forced Distribution System which has already been mentioned, that we had completed the study phase of the following problem: "Evaluate and gain a better understanding of employee performance rating systems."
4. It was decided that we would begin the creative phase next week and that our problem would be: "Develop an effective employee performance rating system."

About ten minutes were allotted to help prepare the observer's evaluation and to rearrange the schedule of group assignments to make allowance for Mr. Trade's absences in November and December.

Mr. Carry will assume Mr. Trade's duties in November.

Mr. Duggon will assume Mr. Trade's duties in December.

## PROPOSED AGENDA FOR NOVEMBER

1. Introduce creative phase of problem.
2. Allot 10 ? minutes for discussion of preparation of first report -- (January deadline).
3. Allot 10 minutes for discussion of preparation of observer's evaluation.

Submitted by \_\_\_\_\_

# Appendix 5 -- Evaluation Sheet

Code:        1-Low        2-Fair        3-Good        4-Very Good        5-Excellent

Comments on any factor may be made. Use reverse of this sheet, and number comment to agree with the factor number.

## FACTOR

## CODE

1. How well is group organized? . . . . .
  2. Knowledge of objective? . . . . .
  3. Communications? . . . . .
  4. Participation? . . . . .
  5. Cohesiveness? . . . . .
  6. Productivity of group? . . . . .
    - a. Result of group thinking? . . . . .
  7. Performance of Chairman: . . . . .
    - a. Tactfulness . . . . .
    - b. Leadership . . . . .
    - c. Preparation . . . . .
    - d. Guidance . . . . .
  8. Blackboard used effectively? . . . . .
  9. Summaries made frequently? . . . . .
  10. Group stick to topic?. . . . .
  11. Favorable attitude toward group procedures? . . . . .
  12. Members accept each other?. . . . .
  13. Permanent Recorder effective? . . . . .
  14. Atmosphere relaxed?. . . . .
  15. Phase of process adhered to? . . . . .
- Please write additional comments on opposite side. . . . .

SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_









